

E3 Complimentary Teacher's Lesson Plan

Lesson 9 - Water Debate: Language and power	
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Generate and share their knowledge of the language of the advertising. • Study means used by newspaper and TV ads. • Learn about political and activist rhetoric
Resources / Materials	<p>Suggested documentaries:</p> <ul style="list-style-type: none"> ➤ <i>Drowned out</i> (Scene 6) ➤ <i>Thirst</i> (Scenes 2 & 5) ➤ <i>Pengekilden</i> (Scenes 5 & 6)
Lesson length	90 minutes
Activities / Procedures	<p><u>Pre-viewing</u></p> <p>Brainstorm on</p> <ol style="list-style-type: none"> 1. The major differences between a newspaper and a TV ad. 2. Make a list of means of conveying the message on screen. 3. How does water industry try to promote their products? <ol style="list-style-type: none"> a. What are the buzz-words in ads for drinking water? b. What are the images? c. Why? <p>Dictionary</p> <p>Look up the words in the dictionary and be prepared to give examples.</p> <ul style="list-style-type: none"> ➤ alliteration, ➤ allusion, ➤ antithesis ➤ asking questions and suggesting answers, ➤ lists (often of three items), ➤ metaphor ➤ parallelism, ➤ parenthesis, ➤ repetition and ➤ redundant questioning.

	<p><u>While-viewing</u></p> <p>Pay attention to the rhetoric used in the documentaries and be ready to give examples from the films.</p> <p><u>Make a list of activists' claims:</u></p> <p><u>Make a list of politicians' claims:</u></p> <p><u>Points to consider:</u></p> <ol style="list-style-type: none"> 1. How do these two lists differ? Is there a difference in the choice of words and rhetoric devices? 2. Whose arguments sound most convincing to you? Why?
Vocabulary	See page 75
Extension activities	Vocabulary in Use, see page 66

Lesson 10 - Water Debate: Language and power	
Objectives	Students will: <ul style="list-style-type: none"> • Discuss the language of the advertising. • Study the language of politicians and activists.
Resources / Materials	Suggested documentaries: <ul style="list-style-type: none"> ➤ <i>Drowned out</i> (Scene 6) ➤ <i>Thirst</i> (Scenes 2 & 5) ➤ <i>Pengekilden</i> (Scenes 5 & 6)
Lesson length	90 minutes
Activities / Procedures	<p><u>Post-viewing</u></p> <ul style="list-style-type: none"> ➤ <i>Drowned out</i> (Scene 6) <ol style="list-style-type: none"> 1. How is the Sardar Sarovar dam presented in the government's promotional video? 2. What arguments does the government's official use about the Sardar Sarovar? 3. What arguments are used by the activists? 4. Whose arguments sound most convincing to you? Why? <ul style="list-style-type: none"> ➤ <i>Thirst</i> (Scenes 2 & 5) <ol style="list-style-type: none"> 1. Comment on how Coca-cola and Pepsi are presented in the film? Why? 2. What means are used to convey the message? <ul style="list-style-type: none"> ➤ <i>Pengekilden</i> (Scenes 5 & 6) <ol style="list-style-type: none"> 1. Comment on the role of multinational corporations such as Nestle, Coca-cola, Vittel in Manila. 2. How is the message conveyed to the viewers? Consider words, images, contrasts, similarities, etc.
Vocabulary	See page 75
Extension activities	<p>Video</p> <p>Watch WTO's promotional video and discuss the language, pictures, etc. You can use the questions above as prompts for you discussion.</p> <p>See website: http://www.wto.org/english/res_e/webcas_e/webcas_e.htm#intro</p>

Lesson 11 - Water Debate: Language and power	
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Analyse the language of campaign for bottled water launched by The Red Cross. • Discuss campaign's effectiveness.
Resources / Materials	<ul style="list-style-type: none"> • Magazine ad for Aquad'or, see page 79
Lesson length	90 minutes
Activities / Procedures	<p>Newspaper or Magazine Ad Analysis</p> <p>Glance through some newspapers, magazines or websites and find an ad of your own choice featuring drinking water. Consider following points when analysing the ad:</p> <ol style="list-style-type: none"> 1. Describe what you see on the picture? <ol style="list-style-type: none"> a. Is it staged or is it a collage? b. Is it a drawing or a painting? c. What's in the foreground? And background? d. Which angle do we see it from? What effect does it have on the audience? 2. Determine whether it is the words or objects that grab your attention. Which trigger words does the ad use, if any? <ol style="list-style-type: none"> a. Exaggerations: The greatest b. Overgeneralization: ... all people who ... c. Opinions asserted as facts: it is well known that ... d. Inclusions/exclusions: the only view to consider 3. Who is the sender (Company? A non-commercial organisation?) 4. Who is the receiver? (Age? Social class? Outlook?) 5. What is the message in the ad? <ol style="list-style-type: none"> a. What does it say about the functionality of the product? b. What does it say about its symbolic value? c. Or is the ad purely about company branding? 6. What devices does the ad use to express the message? Consider <ol style="list-style-type: none"> a. The tone (Does it use humour, or threat?) b. The atmosphere (Is it playing on our passions or perhaps our moral values?) 7. What in the ad would persuade you to buy/or not to buy the product? Why? 8. When was the ad made? 9. Where was it printed? (Is it a poster, or a newspaper ad; is it commercial or non-commercial?)
Vocabulary	See page 75
Extension activities	